



SEND INFORMATION REPORT

Name and Job Title of Author:	Anna Ramsden SENDCo
Approval Committee:	Headteacher
Date policy approved:	29.09.2025
Version number:	1
Date of next review:	September 2026 or sooner if needed

ENCOUNTER ● LEARN ● GROW ● FLOURISH

Table of changes

Version Number	Date of Version/Review	Detail changes
V. 1	29.09.2025	New for 2025-26

Contents

- [Our school's approach to supporting pupils with SEND](#)
- [Catering for different kinds of SEND](#)
- [Key staff and expertise](#)
- [Identifying and assessing pupils with SEND](#)
- [Consulting with pupils and parents](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Transition support](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [Local Offer](#)

Our school's approach to supporting pupils with SEND

- Our School Mission 'With God, all things are possible' is at the heart of the provision for our SEND children. This is particularly pertinent for our SEND learners as we don't believe they have a limit, a potential to fulfil, so our approach to teaching and learning, supported by our Mission that 'With God, all things are possible' ensures all of our learners, especially those with SEND have the best possible opportunity to achieve at the highest level.
- St Mary's College is an inclusive community with an ambitious curriculum for all.
- Highly Intentional Teaching ensures effective learning and progress for all learners including those with SEND.
- Weekly training is delivered to all staff to ensure awareness of how to best support our learners with SEND remains high profile.
- Clear guidance on where to access up to date pupil information detailing support strategies is shared with all staff on a regular basis.
- Weekly updates on individual students are shared with their specific teachers via email to ensure a continued collaborative and flexible approach to ensuring support is consistent and relevant.
- Outcomes and key action points from Annual Review meetings are shared on a weekly basis via email with specific teachers of individual students to ensure needs are met in an up to date and appropriate manner.
- Highly Intentional Teaching and progress of our SENK cohort is a consistent focus for Heads of Department and the Leadership Team.
- TA support across a breadth of lessons with students who have an EHCP and those at school support (SEN K) which ensures collaborative interaction between the SEND department and the wider curriculum.
- This collaborative approach, which underlines that SEND is a shared responsibility at St Mary's College, is further enhanced by lesson drop ins and observations, discussions with students with SEND and positive communication with Departmental leads.

- Departmental planning of a precision curriculum underpinned by clear curriculum related expectations allows all students to access and engage with learning and to make progress through the highly intentional delivery of the curriculum.
- Post – 16 SEND support is personalised and includes email communication, face to face check ins, Teaching Assistant support in lessons where required and regular updates and support strategies are communicated to teachers of students with SEND.

Catering for different kinds of SEND

- There are four broad areas of Special Educational Needs identified within the SEND code of practice:
Cognition and learning
Communication and interaction
Social, emotional and mental health difficulties
Sensory and/or physical needs
- Within our setting we currently have learners with the following needs: Autism, Speech Language & communication needs, Sensory processing difficulties, Attachment trauma, Moderate/Severe learning difficulties, Hearing impairment, Visual impairment, Social Emotional and Mental health needs, ADHD, Complex medical needs (including Heart defects, Cerebral Palsy, Duchenne Muscular Dystrophy), Foetal Alcohol Spectrum Disorder, Dyslexia, Dyspraxia and Diabetes.
- Within the SEND department we deliver a discreet nurture provision to our students with cognition and learning needs which accounts for 10 hours of their timetable in Year 7 and 10 hours in Year 8. We refer to this provision as the 'Core group'.
- The SMC learning cycle is embedded in the delivery of our Core group curriculum.
- The Year 7/8 Core group curriculum Learning Journeys align with the mainstream Humanities curriculum in terms of topic sequencing with a heavy emphasis on literacy skills and recall. Content in Core group lessons is reduced to ensure sequencing in line with mainstream lessons.
- The use of 'Rodocodo', (a programming/coding tool) is deployed once a week to develop students' computer science skills, independent learning and problem -solving capabilities.
- The Core group students also have one hour of Spanish, social skills and musical enrichment within their nurture provision.
- The students who are in the Core group access design technology, art, science and performing arts with their peers in a larger mixed ability group with appropriate support from additional adults.
- In Year 9/10/11 select students follow our bespoke learning pathways which includes Humanities for Life and Life Skills. The curriculum for these subjects is ambitious and enables the students to access AQA Unit Award Scheme courses in history, geography and PSHE which deepen students' knowledge and afford them the opportunity to achieve regular AQA certificates as recognition of their work and achievements.
- Assessments are deconstructed and completed in a timely and supportive manner to allow students with SEND the opportunity to demonstrate the recall of prior knowledge, current knowledge and the application of knowledge and skills.
- Speech, Language and Communication targeted interventions are delivered in line with advice from the SALT service for key students.
- The Northcott outreach service provides additional support for students on their caseload who have a diagnosis of ASC to provide group social skills sessions and guide students in developing executive functioning skills.
- Our Accessibility plan, in accordance with the Equality Act 2010, details current good practice, objectives, actions and success criteria in response to the following aims:
Increase access to the curriculum for pupils with a disability
Improve and maintain access to the physical environment
Improve the delivery of information to pupils with a disability

- The Well-being team provide 1:1 and group ELSA sessions to support with Social, Emotional and Mental health needs.
- All well-being sessions follow a 6 or 12 week cycle at which point students are discharged and encouraged to implement the strategies they have acquired with the support of ELSA check ins.
- A weekly Social skills lesson takes place for all Core group students.
- A weekly Life skills lesson takes place for students in Year 9 and Year 10 on the SEND pathway.
- A weekly meeting takes place with the Well-being Team (who are ELSA trained) to agree appropriate support for students presenting with Social, Emotional and Mental Health needs. This team responds to referrals from pastoral and safeguarding teams.
- There is a close working relationship between the SEND, well-being and Safeguarding teams to develop collaborative support packages for our students with SEMH needs.
- Students' provision for SEMH needs is reviewed in weekly meetings and a graduated approach is followed to ensure appropriate levels of support are in place.
- We access advice and support from external services including Northcott outreach, Turn2Us, Life Skills Hub outreach, the school nurse service and social care to support with learners' emotional well-being.

Key staff and expertise

Name of staff member	Area of expertise
Anna Ramsden	Senior Assistant Headteacher, SENDCO
Elizabeth Railton	Inclusion Manager
Anna Holgate	Assistant SENDCO

The SENCO

Name of SENCO	Email address	Phone number
Miss A Ramsden	smcsend@smchull.org	01482 851136

Securing and deploying expertise

- Whole staff training takes place during INSET to ensure the awareness and understanding of SEND remains high profile amongst the staff body.
- Specific training is delivered to staff who teach learners with specific additional needs (eg FASD, ASC etc) to ensure appropriate and consistent support. This is delivered by both external trainers and internal staff with specific expertise.
- There is a robust professional development programme for Teaching Assistants which includes Performance Management and targeted CPD – this is coordinated by Liz Railton, Inclusion Manager.
- Staff regularly access training in specific areas provided by the SEND department at the Local Authority and local services such as the Northcott Outreach team to ensure the best and most up to date practice is maintained.

- Where a specific individual need is identified, a meeting with all colleagues who have professional contact with the learner is held.

Equipment and facilities

- Regular involvement from IPaSS (The Integrated Physical and Sensory Support Service) ensures our site is accessible for all pupils with SEND and that learners who require specialist equipment are issued with this and that staff are aware.

Identifying and assessing pupils with SEND

- If a member of staff raises concerns about a learner a cause for concern email is sent to smcSEND@smchull.org
- Once a cause for concern email is received parents are informed that this has been received by the SEND team and further information gathering is going to take place.
- Information is then gathered from all teachers of the learner to identify any consistent barriers to learning.
- Observations of the learner in lessons are carried out by the SEND team, feedback is gathered from teachers and pastoral colleagues and a conversation with the learner takes place.
- The SEND department then decide if the need is SEN or if it is a concern that can be met by support from other teams within school (Pastoral, Safeguarding etc).
- If it is agreed that there is an SEN need parents are contacted and informed that their child is going to be added to the SEND register – this is recorded on CPOMs and updated on Arbor.
- Appropriate support strategies are identified and centre assessed exam access arrangements can be trialled (e.g use of a word processor, reader, rest breaks).
- It is important to note that ASD and ADHD are medical conditions which can only be diagnosed by a medical professional. We can assess for exam access arrangements in school if a student is referred by their teachers (in line with JCQ regulations), but we cannot diagnose Dyslexia or Dyscalculia.
- Learners for whom needs can be met at student support level via Highly intentional teaching have a key support strategy on registers and visible on the SEND register which is accessible to all adults who interact with the learner.
- Learners for whom needs are met at student support level via Highly intentional teaching and further supported by specific interventions including the involvement of specialist external agencies/services are monitored via the APDR (Assess, Plan, Do, Review) cycle.

If appropriate progress is made once the APDR cycle is complete, learners may come off the SEND register.

If additional, specific support is identified as a requirement once at least 2 cycles of ADPR have been completed, the SEND department may consider completing an EHCNAR (Education Health and Care needs assessment request) to assess if an EHCP (Education Health and Care Plan) is required to provide further targeted support for the learner.

Consulting with pupils and parents

Parents

- Parents/Carers of new Year 7 students with an EHCP or SEND needs which may require significant school support are met with on the Year 7 Parent/Tutor evening in

the first half term to assess the support strategies in place and consider any required adjustments.

- Parents/Carers of new Year 12 students accessing SM6 with an EHCP or SEND needs which may require significant school support are contacted in the first half term to assess the support strategies in place and make any required adjustments.
- SEND parents' evening takes place in Half term 3 for all parents/carers of SEND learners.
- There are also opportunities to speak to representatives from the SEND team on each year group's Parents' evening.
- All meetings are recorded on our SEND meeting template and appropriate updates are made to learners' key support strategies which are then communicated to relevant staff and stored electronically centrally on TEAMS.
- All discussions in meetings include expectations of parents' contributions towards support (e.g. listening to their child reading at home, supporting with consistent bedtime and morning routines, allowing time and activities to support with dysregulation).
- Annual review meetings are held in accordance with statutory timeframes for all students who have an EHCP.
- Arrangements are made for supporting learners who are looked after by the Local Authority and have SEND – adults who care for learners who are CLA are invited to all meetings.
- Members of the SEND team attend meetings for CLA learners to share relevant information regarding the support in place for those learners thus working collaboratively with Pastoral and Safeguarding Teams.

Pupils

- Learners with SEND are supported by the SEND team to have ongoing input into their support mechanisms and strategies at school.
- Learners with SEND are placed carefully and individually with teachers and in groups where they will be supported and flourish.
- SEND students are made aware of their outcomes (EHCP) or areas for development (SEN K) and these are included their key support strategies shared with all adults who interact with them.
- Students are encouraged to contribute effectively to the progress towards these and they are supported by the SEND team in reviewing and adjusting support strategies.
- Our Student council is representative of students with SEND.
- SEND parent/carer and student voice questionnaires are completed after SEND parents' evening.

Involving key stakeholders

- We work with a number of outside agencies and services to meet the needs of learners and support their families. We have excellent working relationships with colleagues from the agencies and services that support our learners and their families.
- Our positive relationships with colleagues in other services ensure we are able to work with families to identify appropriate additional support and the mechanisms by which the involvement of such support will be communicated to families and the learner with SEND.
- These agencies and services include the SEND department at the Local Authority, Primary SENDCOs, Northcott Outreach colleagues, School Nurses, Educational Psychologist, Clinical Psychologists, Speech & Language Therapists, Occupational

Therapists, Physiotherapists, Virtual School colleagues, IPaSS colleagues and Social Workers.

- Where appropriate, we invite parents and carers to speak directly to staff regarding their child's SEND, as we recognise that they have expertise in this field and know their child best.

Progressing towards outcomes

- At St Mary's College there are opportunities for parents of students with SEND to meet with representatives from the Senior Leadership Team and the SEND department at least twice a year (SEND Parents' evening, Year Group Parents' evenings).
- We hold an SEND parents evening in Half term 3 which is staffed by SLT who are links to Year groups and meet with the parents/carers of SEND students from those Year groups.
- We provide additional SEND meeting opportunities for parents/carers of new Year 7 students on Year 7 Parent/Tutor Evening in Half term 1.
- We also provide access to representatives from the SEND department on Open Evenings and Subject parents' evenings.
- All discussions from meetings with parents/carers/learners are recorded on our SEND meeting template and then students' support strategies and/or APDR documentation (where applicable) are updated appropriately and circulated to all staff who interact with the learner.
- After each data collection the progress reports of all learners with SEND are analysed by the SEND department in line with our termly updates to the SEND register.
- If learners have made good progress, especially those on school support who only access the universal support of Highly intentional teaching, they may be removed from the SEND register and parents/carers informed.
- If learners have not made expected progress with support in place, additional support may be implemented and school support strategies will be refined.
- The impact of interventions is also reviewed on a termly basis and this is increased, decreased or adapted as appropriate.
- Other information which is considered when evaluating the effectiveness of our provision for learners with SEND includes attendance, attitude to learning behaviour and suspension data.

Transition support

- We are committed to providing a thorough and bespoke transition for our incoming students who are vulnerable or have SEND.
- Meetings with Primary colleagues enable us to identify those students who are vulnerable or have additional needs so that we offer extra transition arrangements to identified students ensure their start at St Mary's College is successful.
- For all students who have an EHCP, we offer an early visit to St Mary's College with parents/carers. This visit is supported by our Year 7 Transition ambassadors who give the Year 6 student a tour of the school whilst key members of the SEND Team complete the tour with parents/carers sharing the support we offer and listening to and responding to any initial parental concerns / queries.
- We invite our entire SEND/vulnerable cohort into St Mary's College for two mornings termed 'Transition Tuesdays' to access practical workshops in drama, music, cooking, design technology and physical education. These workshops provide our incoming SEND/vulnerable cohort with hands on experience of learning at St Mary's College with adult support and are very impactful in terms of ensuring our SEND/vulnerable

students are confident and prepared for learning in Transition week and Year 7. These mornings also provide parents/carers with reassurance as they allow teaching and support staff to get to know students who may need a little more support in advance.

- Teaching Assistants and key members of staff within the SEND department and Safeguarding teams are briefed on the incoming SEND/vulnerable cohort prior to our early Transition arrangements to ensure that support offered on Transition Tuesdays is effective and appropriate.
- The Teachers and Tutors of students with SEND are selected carefully.
- There is extensive liaison with colleagues in Primary settings regarding incoming SEND students and their provision in Primary. We work closely with Primary colleagues to ensure that strategies that work in Primary settings can be mirrored in our Secondary setting as far as possible in the interests of continuity and consistency and so that Primary colleagues can prepare their students for the differences they will encounter in our Secondary setting.
- Year 7 Tutors are provided with key information on their Tutor groups in advance of Induction Evening and Transition week to ensure they are familiar with all SEND and vulnerable students and their needs. The SEND team also request that all students identified as SEND visit the department with their parents/carers on Induction Evening to ensure there is a clear understanding of needs, support strategies and arrangements for Transition week and Year 7.
- Teaching Assistant and pastoral support is intensive and targeted throughout Transition Week when students come to St Mary's College for a full week.
- We offer a bespoke learning pathway In Year 9/10/11 to students with SEND on which they engage with our Humanities for Life and Life Skills curriculum.
- The curriculum for both the Humanities for Life and Life Skills courses is ambitious and enables the students to access AQA Unit Award Scheme courses in history, geography and PSHE which deepen students' knowledge and afford them the opportunity to achieve regular AQA certificates as recognition of their work and achievements.
- Close liaison with classroom teachers takes place to ensure appropriate and careful identification of students for the bespoke learning pathway.
- Communication with home outlines the rationale for a student being recommended for the bespoke learning pathway to ensure future success whilst still accessing a broad and balanced curriculum.
- Parents/carers/learners are given information regarding the appropriate pathway for learners with SEND prior to Options being selected to gain a greater understanding of the bespoke learning pathway that is advised following consultation with teachers and SEND colleagues are readily available to reinforce the messages shared with parents/carers and learners who have been identified for the SEND pathway to answer any queries parents/carers/learners may have.
- There is a bespoke Transition process for students moving from Key Stage 4 into Key Stage 5 at SMC which is coordinated by Macy Wiles (SM6 Post-16 Support Assistant) in conjunction with the SM6 Pastoral Team.
- The SM6 Transition process incorporates early visits to SMC supported by Key members of the learner's current setting, meeting key adults who will support in SM6, meetings with parents/carers/learners to explain the individual support packages delivered to learners with SEND in SM6 and a taster day to experience a personal development session.
- Students with an EHCP can access an additional careers meeting with Lisa Bampton (Connexions) if at risk of becoming NEET and all SEND students who are following bespoke learning pathways are supported by the SEND Team and Marta Pearson (Careers Advisor) to explore all possible pathways beyond Key Stage 4 and/or Key Stage 5.
- Where appropriate and possible we explore supported internships for our SEND learners as they prepare for adulthood.
- Our PSHE programme, Life Skills course and advice from Connexions supports our learners with preparation for adulthood including personal development, safety, self-

care, developing independence (which may include travel training) and organisational skills. All preparation for adulthood is underpinned by the outstanding pastoral care learners receive at SMC.

Teaching approach

- St Mary's College is an inclusive community with an ambitious curriculum for all.
- Highly Intentional Teaching ensures effective learning and progress for all learners including those with SEND.
- Weekly training is delivered to all staff to ensure awareness of how to best support our learners with SEND remains high profile.
- Highly Intentional Teaching and progress of our SENK cohort is a consistent focus for Heads of Department and the Leadership Team.

Adaptations to the curriculum and learning environment

- We deliver a discreet nurture provision to students with cognition and learning needs within the SEND area of the school (10 hours a week).
- Our Accessibility plan, in accordance with the Equality Act 2010, details current good practice, objectives, actions and success criteria in response to the following aims:
Increase access to the curriculum for pupils with a disability
Improve and maintain access to the physical environment
Improve the delivery of information to pupils with a disability

Inclusivity in activities

- We have a varied and distinctive Core Enrichment Offer at SMC which is accessible to all learners. We also provide an enhanced Core Enrichment Offer for all of our SEND learners.
- All learners follow an enrichment programme which ensures the development of cultural capital, knowledge and skills through educational visits, live speakers and immersive experience days in school which are wholly inclusive.
- Additionally, our enrichment offer provides opportunities for all students to access extra-curricular and distinctive clubs which are of interest to them irrespective of SEND.
- The SEND department support, where required, with the inclusion of SEND students in extra-curricular opportunities to ensure no learner with SEND is unable to access the enrichment offer. This includes support within extra-curricular clubs and assistance with school productions and events.
- Additionally, the SEND department runs nurture clubs for our most vulnerable students and there are numerous opportunities for our SEND cohort to engage in Inclusion sports events throughout the school year. These clubs and events are also accessed by students with no SEND.
- SEND students who have opted to do so work towards the DofE award as part of our inclusive enrichment offer alongside students with no SEND.

Supporting emotional and social development

- A weekly meeting takes place with the Well-being Team (who are ELSA trained) to agree appropriate support for students presenting with Social, Emotional and Mental Health needs. This team responds to referrals from pastoral and safeguarding teams.
- There is a close working relationship between the SEND, well-being and Safeguarding teams to develop collaborative support packages for our students with SEMH needs.
- Students' provision for SEMH needs is reviewed in weekly meetings and a graduated approach is followed to ensure appropriate levels of support are in place.

- We access advice and support from external services including Northcott outreach, Turn2Us, Life Skills Hub outreach, the school nurse service and social care to support with learners' emotional well-being.

Evaluating effectiveness

- After each data collection the progress reports of all learners with SEND are analysed by the SEND department in line with our termly updates to the SEND register.
- If learners have made good progress, especially those on school support who only access the universal support of Quality First Teaching, they may be removed from the SEND register with parental consent.
- If learners have not made expected progress with support in place, additional support may be implemented and teacher led support strategies will be refined.
- The impact of interventions is also reviewed on a termly basis and this is increased, decreased or adapted as appropriate.
- Other information which is considered when evaluating the effectiveness of our provision for learners with SEND includes attendance, attitude to learning behaviour and suspension data.

Handling complaints

- If parents/carers do not receive a response they deem appropriate to a complaint and therefore wish to escalate this, they should contact the following colleagues via admin@smchull.org
Mrs M Stead (Headteacher and Director of Catholic Education)
Mr A Turner (Designated Safeguarding Lead)
The SEND Director is a member of our LGB.
- It is also advisable to seek further guidance regarding support, services and activities available to young people with a special educational need and/or disability living in Hull or the East Riding, their families and the professionals who work with them on the following websites:
<https://hullsendlocaloffer.org.uk/>
<https://www.eastridinglocaloffer.org.uk/>

Local Offer

- Further information regarding support, services and activities available to young people with a special educational need and/or disability living in Hull or the East Riding, their families and the professionals who work with them can be found on the following websites:
<https://hullsendlocaloffer.org.uk/>
<https://www.eastridinglocaloffer.org.uk/>